

“Civic Literacy/Civic Responsibility”
English 110 College Composition I
Section 68, 19429

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Tuesday & Thursday 9.30-10.45

115 Dolve

Office Hours: 2-3.00 PM T&Th

and by appointment

Objectives

We all know that the Declaration of Independence called for “life, liberty, and the pursuit of happiness” and that the first ten amendments to the Constitution guarantee our basic civil rights. But what do these documents mean in practice? Do they even affect our day to day lives? This course will allow you to ask and answer these questions. It will enable you to improve your ability to write clearly for a variety of purposes and audiences, to practice effective and efficient writing strategies, to read actively and with understanding, to locate and use basic library resources, and to think critically.

Requirements

We will work toward the above outcomes through a variety of interrelated tasks, including small and large group discussion, informal in-class writing, and formal papers written outside of class. Specifically, you will write five in-class “Tuesday Papers,” three formal, researched papers, and a variety of assignments to support your written work. Details of these assignments are found below.

Grading		Scale	
5 Tuesday Papers	100 points	A	100-90 %
5 Protocols	100 points	B	89-80 %
2 Definition Papers	200 points	C	79-70 %
Participation	75 points	D	69-60 %
Total	475 points		

Texts

A Call to Write, John Trimbur

A Pocket Style Manual Diana Hacker

A floppy disk (bring to every class)

A dictionary (bring to every class)

Students with Special Needs

Any students with disabilities or other special needs who need special accommodations in this course are asked to share these concerns with me as soon as possible.

Academic Honesty

I assume that all work you turn in for this course is yours, and any material that you have acquired from an outside source is documented properly. Failure to do so is considered plagiarism and will result in possible failure of the course. See NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct <http://www.ndsu.nodak.edu/policy/335.htm>.

Late Papers

Late papers will lose ten points per day until they are turned in. You are responsible for turning in all work assigned in this class. Failure to do so will result in failing this class.

Attendance and Participation

Important parts of the work for this course will be done in small and large groups. This means that your consistent presence is important to the success of the class as a whole. If you are unable to attend class, you must contact me via phone or email within twenty-four hours. You are still responsible for any work done or due in class that day. Similarly, you are responsible for contacting your group members if you miss a class.

Participation includes not only contributing to class discussion, it also covers prompt attendance, listening and responding constructively to your classmates, attending class prepared to discuss the readings, and bringing your books and writing material to every class meeting.

Paper Format

Unless otherwise noted, all assignments are to be type-written, double-spaced, with one-inch margins, in twelve-point Times font. Your name, the date, the class, my name and the assignment are to be at the top of the first page. Don't forget to title your work. Any papers longer than one page must have page numbers and be stapled.

Revisions

You are allowed and encouraged to revise either or both of your two researched papers. The revision must be comprehensive and not simply address issues of spelling, grammar, and format. If you wish to revise your paper you must meet with me to discuss the revision strategy and set up a deadline. A copy of the original paper must be handed in with the revision. The revised paper score will replace the previous score, whether or not it is higher.

Calendar

- 26 August Introductions, The Bill of Rights
 28 August *The Call to Write* Chapter 1
- 2 September (meet in Library 14A)
The Call to Write Chapter 2
 4 September *The Call to Write* Chapter 2
- 9 September *The Call to Write* Chapter 3 (meet in Library 14A)
 11 September *The Call to Write* Chapter 3
- 16 September Tuesday Paper 1 (meet in Library 14A) “Internet Filters”
 18 September Thomas Jefferson, “The Declaration of Independence”
<http://memory.loc.gov/const/declar.html>
 Protocol 1
- 23 September Tuesday Paper 2 (meet in Library 14A) “Cross Burning”
 25 September Jean-Jacques Rousseau, “The Origin of Civil Society” Book 1
<http://www.constitution.org/jjr/socon.htm>
 Protocol 2
- 30 September Tuesday Paper 3 (meet in Library 14A) “States’ Rights/Civil Rights”
 2 October John Locke, “Second Treatise on Government” (Chapters 1-5)
<http://libertyonline.hypermall.com/Locke/second/second-frame.html>
 Protocol 3
- 7 October Paper 1 bibliography and outline (meet in Library 14A)
 9 October Paper 1 due, Peer Review (meet in Library 14A?)
- 14 October Conferences
 16 October Conferences
- 21 October Tuesday Paper 4 (meet in Library 14A) “War on Civil Liberties”
 22 October Conferences
 23 October no class
- 28 October Tuesday Paper 5 (meet in Library 14A) “Stand Up for Affirmative Action”
 30 October *Federalist* 51 http://memory.loc.gov/const/fed/fed_51.html
 Protocol 4
- 4 November (meet in Library 14A)
 6 November

11 November Veterans' Day, no class
13 November

18 November (meet in Library 14A)
20 November Henry David Thoreau, "Civil Disobedience"
<http://www.vcu.edu/engweb/transcendentalism/authors/thoreau/civil/>
Protocol 5

25 November (meet in Library 14A)
27 November Thanksgiving, no class

2 December Research Day and Conferences
4 December Bibliography and outline due

9 December Peer review, bring two copies of Paper 2 to class
11 December Last Day of Class

General Education Outcomes and Course Objectives

English 110, Composition I, has been approved for the Communications category in general education in the North Dakota University System. Students in this course will be asked to meet two General Education Outcomes:

- Students should learn to communicate effectively in a variety of contexts and genres (GE Outcome #1). English 110 will emphasize the transition from reading and writing everyday and high school genres to university genres. In order to achieve this outcome, students will
 1. read a variety of genres of writing that have been produced for various audiences (especially genres that are used in everyday life and in academic settings) and develop an understanding of generic conventions within the context of audience and purpose.
 2. write in a variety of genres for various audiences and purposes (e.g. writing for family and friends, writing for peers, writing for instructors, writing for a more general academic audience)
 3. practice effective and efficient writing strategies, including generating, developing, and focusing ideas, sharing drafts of writing with peers and the instructor, revising and editing for clarity, consistency, and correctness.

Students should also understand that effective communication can only be defined within the context and situation of reading and writing tasks.

- Students should learn to integrate knowledge and ideas in a coherent and meaningful manner (GE Outcome #6). English 110 will emphasize doing library and web research, and then successfully integrating that research into one's own writing, as an important part of learning and communicating in university courses. In order to achieve this outcome, students will:
 1. respond to others' writing by identifying the ideas, motives, and effects writers employ (including thesis statements, claims, and evidence when appropriate)
 2. locate basic library and online resources and incorporate information from those resources into their own writing, documenting them appropriately for their audience and situation

The English department content goal for this course.

- Students should come to understand that literacy is a complex social-cognitive act. Reading and writing are not only fundamental skills for success in school and life, but they are skills that are flexible, varied, and require life-long practice and development. In order to achieve this content goal, students will be asked to:

1. Reflect on, and in some cases do research on, the meaning of “literacy.”
2. Reflect on the work they have done in the course as a means of reflecting on their development of increasingly specialized and sophisticated literacy skills.

Protocols

These are to be two to three page (500 – 800 word) analyses based on the topics below.

Protocol 1

Write a rhetorical analysis of *The Declaration of Independence*. What strategies does Jefferson use to make his points? Think about audience, and purpose, is the document effective?

Protocol 2

Regard Rousseau's essay as an argument. Of what is he trying to persuade the reader? What kind of claims does he make and what kinds of evidence does he use? What kinds of rhetorical appeals does he make?

Protocol 3

Regard Locke's essay as an argument. Of what is he trying to persuade the reader? What kind of claims does he make and what kinds of evidence does he use? What kinds of rhetorical appeals does he make?

Protocol 4

Write an rhetorical analysis of *Federalist 51*.

Protocol 5

Write a rhetorical analysis of *Civil Disobedience*.

Paper 1

This paper will be your analysis of one of the first ten amendments to the Constitution. You should begin with your own interpretation of the amendment. That is, in your own words, what does the amendment do? You should then explain the historical context of the amendment. Why did the framers of the Constitution believe this right (or rights) should be explicitly described? What theories were they working with?

This paper should be three to five pages (750-1,250 words) in length and follow the format rules given in the syllabus. The bibliography and quotations should be in proper MLA format.

Paper 2

In this paper you will examine a particular Supreme Court decision involving one of the Constitutional rights we have discussed in class.
Supreme Court challenge, related to paper 1.

This paper should be three to five pages (750-1,250 words) and follow the format rules given in the syllabus.

Tuesday Paper 1

These papers will be written during class, in a computer-equipped classroom.

Read the editorial and in Microsoft Word provide a 100 word summary and a 300 word analysis of the editorial. Think about the rhetorical situation of the editorial and use the ideas we have discussed to help your rhetorical analysis. Be certain to include your name, the date, the total number of words, and the bibliographic information for the article. The editorials are available on the course website.

Tuesday Paper 1 "Internet Filters"

Tuesday Paper 2 "Cross Burning"

Tuesday Paper 3 "States' Rights/Civil Rights"

Tuesday Paper 4 "War on Civil Liberties"

Tuesday Paper 5 "Stand Up for Affirmative Action"

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“Civil Rights and the Literacy of Democracy”

In *There's No Such Thing as Free Speech and It's a Good Thing Too* Stanley Fish writes that “abstract concepts like free speech do not have any ‘natural’ content but are filled with whatever content and direction one can manage to put into them. ‘Free speech’ is just a name we give to verbal behavior that serves the substantive agendas we wish to advance.” This class will in part test Fish’s contention through an investigation of the basic rights we associate with our culture and government. We will look at some of the ideas that influenced the framers of the Constitution and their contemporary and modern critics.

We will read material from Jean-Jacques Rousseau, John Locke, the Federalist Papers, Henry David Thoreau, Randy Cohen as well as the Declaration of Independence and the Constitution. Assignments will include a narrative of a personal engagement with civil rights, a review of a Supreme Court case involving Constitutional rights, and a series of in-class assignments that follow current Supreme Court cases and their reception in the media.